Team/House Meeting Procedure:
RTI

Roles & Responsibilities

Facilitator:
- Guides the team through the stages of the RTI Meeting Procedure
- Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussions on those factors over which it has control e.g. classroom instruction)
- Timekeeper for the meeting

Referring Teacher:
- Completes step 1 using the Procedure document on Infinite Campus and shares this with team members *prior to the meeting.*
- Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring
- Asks the team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions
- Contacts parent(s) to share results and intervention plan
- Responsible for collecting and charting the progress-monitoring data and bringing it to the follow-up Team Meeting

Team Members:
- Review Procedure document and Tier One Form about referred student *prior to meeting*
- Ask clarifying questions
- Responsible for collecting and charting the progress-monitoring data and bringing it to the follow-up Team Meeting (if applicable)

Prior Information

- *Referring teacher* will complete the "Tier One Form" and "Team/House Meeting Procedure: RTI"
- *Referring teacher* will inform team members of the student in question and refer them to the completed forms on the PLP tab of Infinite Campus
    - information collected on student prior to meeting is presented to team to assist team in understanding nature of referral concern. Examples:
        - highlights from student's cumulative folder
        - attendance and disciplinary records
        - classroom observation data
        - curriculum-based measurement data
- *Team members* will review shared information and come to the Team meeting with clarifying questions

Step One: Assess Referring Teacher Concerns and Inventory Student Strengths (5 Minutes)

Goals

- Referring teacher reviews information from Tier One Form and Team/House Meeting Procedure: RTI Form
- Referring teacher briefly discusses the major concerns, providing evidence/examples supporting the concern
- Discuss the student's strengths, as well as any incentives that motivate the student

Sample Questions

- Is there any additional information you would like to provide the team along with what we have read on the referral form?

- How is the student's problem interfering with the student's performance in literacy/numeracy/writing/behavior?
- What rewards or incentives have you used successfully with this child that might be motivational when connected with an intervention?
- What are the classroom experiences that the child seems to enjoy the most?
  - What are the student's preferred activities?

The Team is ready to move on to the next step when...

- Team members have a good knowledge of teacher concerns
- The Team has identified personal strengths, talents, and/or rewards that are likely to motivate the student if integrated into an intervention plan

Step Two: Review Baseline or Background Data (5 Minutes)

Goals

- Review information collected on student prior to the meeting to better understand the student's abilities and needs. Examples:
  - Attendance and disciplinary records
  - Classroom observation data
  - Curriculum-based measurement data
  - Intervention successes/failures
- Determine the student's current level of performance in areas of need (literacy/numeracy/writing/behavior)

Sample Questions

- What information has been used to determine the student's current level of performance?
- Are there external (non-academic) factors such as absence or tardiness that might be impacting achievement?
  - Tardiness? Absences?
  - How would you describe the student's casual, day-to-day contact with others?
  - How would you describe the student's relationship to you? To other adults?
- What past data is available to give us a broader picture of the student's performance in previous years/months?
- What tools (interventions & progress monitoring) have been used, and how has success/failure been measured?

The Team is ready to move on to the next step when...

- The Team has discussed all important data

Step Three: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring (5-10 minutes)

Goals

- Define the top 1-2 teacher concerns in easily observable, measurable terms
- Identify underlying skill/strategy deficits related to these 1-2 concerns
- Set a specific goal that the student is expected to reach in a short/specific amount of time
- Team selects at least two (2) methods for monitoring the student's response to intervention for each referral concern

Sample Questions

- From the list of concerns that have been shared with the team, what are the top 1-2 problems we should concentrate on today regarding the referred student?
- What can you tell us about the current skill/strategy levels, general level of motivation, and student response to instruction related to these skills/strategies?
- What do you think are the top causes for the student's struggle with this skill/strategy?

The Team is ready to move on to the next step when…

- The Team has selected 1-2 primary concerns
- Everyone on the team can visualize the target concerns because they are stated in specific, observable, measurable terms
- The referring and team members agree on possible underlying causes for the student's issues

Step Four: Design an Intervention Plan (5-10 minutes)

Goals

- Set ambitious but realistic goals for improvement likely to be achieved in 2-4 instructional weeks
- Select methods to monitor progress during the intervention
- Generate a list of research-based intervention ideas that match the student's referral concern(s)
- Referring teacher selects those ideas that seem most feasible to use in the classroom
- Team and referring teacher fill in all relevant details of each intervention strategy and identify any staff members who will assist the teacher in putting the intervention in place

Sample Questions

- What evidence-based interventions seem most appropriate for this student?
- What aspect of this intervention is likely to improve this student's performance?
- How will we evaluate whether the intervention is successful?

The Team is ready to complete this process when…

- The referring teacher and team members agree that the intervention:
  - o Directly addresses the targeted concerns
  - o Is judged to be acceptable and achievable
  - o Is realistic based on available resources
  - o Appears likely to help achieve the student goal(s) in the expected time frame
  - o Can be measured for success in the given time frame
- The referring teacher and team members agree on a specific time/date to revisit this student intervention plan and discuss its successes/failures